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ABSTRACT

The program evaluation design at Michigan State University (MSU) includes three surveys (entry-level, exit-level, and follow-up) that trace the progress of teacher candidates from program entry through their initial years of teaching. This report provides a comprehensive profile of students completing teacher preparation programs at MSU from fall, 1983 through spring, 1986. Five general areas are considered: (1) career aspirations; (2) confidence in oneself as a teacher; (3) program critiques; (4) orientations to teaching; and (5) educational beliefs. The report also considers: (1) differences in response patterns at program entry and program completion; (2) differences in exit-level characteristics of elementary and secondary candidates; and (3) differences among students completing the standard and alternative teacher preparation programs. (JD)

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Research and Evaluation in Teacher Education

Program Evaluation Series No. 20

PROFILES OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS AT MSU: Fall, 1983 through Spring, 1986

D.J. Freeman & S.A. Kalaian

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PROFILES OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS AT MICHIGAN STATE UNIVERSITY Fall, 1983 through Spring, 1986

D. Freeman and S. Kalaian

The program evaluation design at Michigan State University (MSU) includes three surveys (entry-level, exit-level, and follow-up) that trace the progress of teacher candidates from the time they enter a teacher preparation program through their initial years of teaching. Data are collected and analyzed in accord with a three-year cycle plan, with entry-level data collected in year one, exit-level data collected in years two and three, and follow-up data collected in the second year of each cycle. (For details of the program evaluation plan, see Freeman, 1986.)

Purpose: The analyses summarized in this report provide a comprehensive profile of students completing teacher preparation programs at Michigan State University (MSU) from fall, 1983 through spring, 1986. This summary parallels the organization of the exit questionnaire by considering five general areas: (1) career aspirations, (2) confidence in oneself as a teacher, (3) program critiques, (4) orientations to teaching, and (5) educational beliefs. The report also considers: (a) differences in response patterns at program entry and program completion, (b) differences in exit-level charactersitics of elementary and secondary candidates, and (c) differences among students completing the standard and alternative teacher preparation programs.

The Programs: In 1981 Michigan State introduced four teacher preparation programs as alternatives to the Standard program. The organizational themes of the programs are:

(a) Academic Learning - focuses on the academic/intellectual underpinnings of particular disciplines. Emphasis is on how subject matter is learned and how to analyze/ adapt curricula in view of their educational, social, and psychological foundations.

(b) Heterogeneous Classrooms - centers on the wide range of individual and group needs in the typical diverse classroom. Emphasis is on the nature and origin of differences and the implications for effective teaching.

(c) Learning Community - focuses on the need to promote personal and social responsibility among students. Emphasis is on creating opportunities for personal and cooperative classroom learning to develop a sense of community in a classroom.

(d) Multiple Perspectives - centers on teacher decision making with attention to decisions regarding individual differences, instruction/instructional design, and group interaction. Emphasis is on the multiple functions of schools in today's society.

(e) Standard Program - In addition to the four alternative programs, MSU continues to offer the "Standard Program." More students enroll in the Standard Program than in any other. It is non-thematic. Its organization and curriculum are the most traditional of the five MSU programs. The curriculum includes course work in educational psychology, foundations of education, methods of teaching particular subjects and field/laboratory experiences.

The analyses in this report center on data that have been aggregated across the four alternative programs. Reports of analyses that consider each alternative program independently are available on request from the Office of Program Evaluation.

Target Population: A census of all students who completed the Standard teacher preparation program at MSU from fall term, 1983 through fall term, 1985 or one of the four alternative programs from fall term, 1983 through spring term, 1986 served as the target population for these analyses. Students in the Standard, Learning Community, and Multiple Perspectives Programs completed the exit surveys during the final weeks of the academic term in which they student taught; students in the other two programs - Academic Learning and Heterogeneous Classrooms - completed the survey during the term in which they were enrolled in TE 450, "School and Society." Most students in the sample (59%) graduated at the end of the term in which they completed the exit survey; 84% completed the survey within one term of graduation. The return rates varied somewhat across terms and programs, ranging from lows of about 25% to highs of about 80%. A total of 541 students (47.7% of the target population) completed usable forms of the survey.

Sample Characteristics: Characteristics of the sample that are especially pertinent to this report include:

(a) Levels of Certification: 56.4% of the respondents prefer to teach in elementary schools; this group shall be refered to as "elementary candidates" throughout this report. The 43.6% who prefer to teach in secondary schools will be refered to as "secondary candidates." Levels of certification were as follows:

Elementary	47.2%
Secondary	33.9
K-12 (special ed. endorsements, music, art)	18.9

(b) Programs: The number of participants in each program was:

	n	percent
Standard Program	371	68.6%
Alternative Programs:		
- Academic Learning	46	8.5
- Heterogeneous Classrooms	28	5.2
- Learning Community	33	6.1
- Multiple Perspectives	63	11.6

(c) Standard vs. Alternative Program Samples:

- The proportion of candidates earning elementary certificates was higher in the alternative programs than in the Standard Program (66% vs. 38%).
- The percentage of K-12 certification candidates was higher in the Standard Program than in the alternative programs (24% vs. 8%).
- The proportion of candidates earning special education endorsements was higher in the Standard Program than in the alternative programs (21% vs. 11%).

Statistical Analyses: Chi-square tests of independence were used to determine if there were significant differences in responses to each question across three subgroupings - (a) entry-level vs. exit-level samples, (b) elementary vs. secondary candidates, and (c) participants in the Standard vs. alternative programs:

(1) entry vs. exit samples: Because most of the items on the exit survey also appear on the questionnaire students complete at the time they enter a program (entry survey), it was possible to compare responses of entry- and exit-level candidates across parallel items on the two surveys. The exit sample included 541 students. The entry sample consisted of 389 students who were enrolled in TE 200 during fall term, 1983 or winter term, 1984.

(2) elementary vs. secondary candidates: The second set of comparisons contrasted response patterns of 305 candidates who want to teach in elementary schools with those of 236 survey participants who want to teach in secondary schools. These chi-square tests were conducted for every question on the exit survey.

(3) Standard vs. Alternative Programs: Responses of 371 participants in the Standard Program were also compared with those of 170 students in the four alternative programs.

Three chi-square tests corresponding to the three subgroup contrasts described above were conducted for each of the 107 items that appeared on both the entry and exit questionnaires. Two chi-square tests focusing on the elementary-secondary and Standard Program-Alternative Program comparisons were also determined for the 23 items that were unique to the exit survey. Because so many chi-square tests were conducted, (total = 3 x 107 + 2 x 23 = 367 chi-square tests), the probability of a Type I error was fixed at .01 across all analyses.

All subgroup comparisons that satisfied this statistical standard are described in this report. In other words, the probability of a Type I error for any difference that is noted was less than or equal to .01. Subgroup differences that are not cited failed to satisfy this standard.

Limitations: When interpreting the results of these analyses, four limitations should be considered:

(1) With a return rate of only 37%, it may be important to question the extent to which the sample is representative of the target population for a given question.

(2) Entry-exit contrasts are based on cross-sectional rather than longitudinal data.

(3) Contrasts between candidates in the Standard and alternative programs may reflect differences in the composition of these two subgroups (e.g., there is a higher proportion of elementary candidates in the alternative programs than in the Standard Program).

(4) Given the large number of chi-square tests that were conducted, subgroup differences that are reported should be interpreted as tentative hypotheses and not as definitive evidence that the two groups differ.

SECTION ONE: CAREER ORIENTATIONS:

The purpose of the first section of the exit questionnaire was for candidates to describe the ways they think about their careers in teaching. The responses to each question are described below. The summary also describes significant differences in response patterns across the three subgroupings - (a) entry vs. exit samples, (b) elementary vs. secondary candidates, and (c) participants in the Standard Program vs. those in Alternative Programs.

[NOTE: Throughout this report, questions that appeared on the exit, but not the entry survey, will be labeled "exit only." It was not possible to contrast entry and exit samples on these items.]

A. Job Preferences:

(1) Most who were surveyed said teaching is their ...

	entry	exit
(a) only career choice, or	30.5%	43.4%
(b) their first choice of careers	47.0%	48.4%

- Elementary vs. Secondary: The percent who said teaching is the "only career I am considering at this point in time" was higher for elementary than for secondary candidates (50% vs. 35%).

- Standard vs. Alternatives: The percent who said teaching was their only career choice was also higher for for candidates in alternative programs than for those in the Standard Program (57% vs. 37%).

(2) 87.2% want to find a teaching position immediately after college. ("exit only")

(3) 85.7% intend to search for a job in Michigan.

(4) 50.1% are willing to leave Michigan for a job in another state.

- Entry vs. Exit: In contrast, 65.2% of the entry sample said they would be willing to leave the state under these conditions.

(5) 86.9 % are confident they can find a job as a teacher. ("exit only")

(6) Most prefer to work in ...

(a) suburban schools, rather than	56.7%
(b) rural schools, or	16.0%
(c) inner-city schools, or	2.6%
(d) urban schools	11.0%

(e) 13.6% said they had no preference

- Elementary vs. Secondary: The percent who want to work in rural schools was higher for secondary than for elementary candidates (23% vs. 11%).

(7) Likewise, a majority prefer to work in ...

	entry	exit
(a) public schools, rather than	56.0%	68.9%
(b) private schools	16.1%	8.6%

(c) 22.3% said they had no preference

- Standard vs. Alternatives: The percent who said they want to work in public schools was also higher for students in alternative programs than for those in the Standard Program (76% vs. 66%).

(8) Estimates of the length of time they will work as teachers were ...

(a) less than five years	8.2%
(b) 5 to 10 years	46.4%
(c) 10 or more years	45.4%

(9) Those who plan to teach for 10 or less years, say they will leave teaching to ...

	entry	exit
(a) raise a family	35.2%	30.0%
(b) pursue a career outside of education	29.5	23.4
(c) take or prepare for an advanced position in education, or	25.9	39.9
(d) for some other reason	9.3	6.6

- Elementary vs. Secondary: As might be expected, the percent of elementary candidates who said they will leave teaching to raise a family was higher than the corresponding percent of secondary candidates (39% vs. 15%). Secondary candidates were more likely to say they will leave to pursue a career outside of education (35% vs. 16%).

B. Factors Influencing Job Selection:

The introduction to the set of questions focusing on job selection asked, "If you are offered two different teaching positions (or two different jobs in the field you are most eager to enter), how important will each of the following factors be in deciding which of the two offers you will accept?" Respondents could indicate that the level of importance of a given factor would be: (a) critical, (b) high, (c) moderate, or (d) low. The percentages of ratings in each category are shown below.

	Level of Importance: critical	high	moderate	low
(10) opportunity for professional advancement	19%	44%	31%	6%
(11) location close to family or relatives	16	26	37	20
(12) other aspects of geographical location	11	33	45	11
(13) salary/fringe benefits	18	56	24	3
(14) intellectual stimulation of workplace	29	53	17	1
(15) affective/interpersonal climate of workplace	39	48	11	2

C. Interest in Specialized Roles Related to Teaching:

The set of items focusing on roles related to teaching appeared on the exit survey only. The introduction to this section of the questionnaire asked respondents to indicate if their career goals include various specialized roles related to teaching. The proportions of "yes," "possibly," and "no" responses were as follows:

	Yes	Possibly	No
(16) serving as a school administrator	13%	43%	44%
(17) teaching in a non-school setting	8	43	50
(18) assuming a leadership role in the teachers' union	2	35	64
(19) serving as an informal leader in your school	38	52	10
(20) teaching in jr. college or university	17	49	34
(21) teaching in a school located in a foreign country	12	35	53
(22) coaching varsity team/cheerleaders	33	35	32
(23) working in specialized role (e.g., librarian, reading specialist)	29	45	26

- Elementary vs. Secondary: Secondary candidates were more likely than elementary candidates to say that their career goals include ...

  (a) serving as a school administrator (19% vs. 9%).
  (b) teaching in a jr. college or university (31% vs. 9%).
  (c) coaching a varisty team/cheerleaders (47% vs. 23%).

  Elementary candidates were more likely to say their career goals ...

  (a) include working in one of the specialized roles cited in the survey (e.g., counselor, librarian, social worker, math specialist) (34% vs. 22%).
  (b) do <u>not</u> include being a leader in the teachers' union (67% of the elementary candidates said they were not interested vs. 59% of the secondary candidates).

- Standard vs. Alternatives: Relative to their counterparts in the Standard Program, participants in alternative programs were more likely to say they were <u>not</u> interested in teaching in a non-school setting (59% "no's" vs. 45%).

SECTION TWO: CONFIDENCE IN ONESELF AS A TEACHER

On both the entry and exit surveys, teacher candidates were asked to describe the overall level of confidence they have in themselves as teachers. On the entry survey, 15% reported they have high or complete confidence they can "...succeed now as a full-time teacher with no further course work or experience in education." At the time candidates completed the exit survey, this figure increased to 85%.

Both surveys also include a 15 item self-confidence scale that asks participants to describe the confidence they have in their ability to perform 15 different teaching roles (e.g., "maintaining active student participation in classroom tasks"). Responses are recorded on a five-point scale, where 1 = little or no confidence, 2 = some confidence, 3 = moderate confidence, 4 = high confidence, and 5 = complete confidence.

Reported levels of self-confidence at program entry and program completion are shown below. As these data indicate, there were striking differences in confidence across each of the 15 teaching roles cited on the survey. In fact, these differences were so large across all 15 items that it is meaningless to say that changes in confidence were greater for some roles than for others.

But, that is not to say there were no differences in reported levels of confidence across the various roles. The proportion of exit-level candidates who said they had high or complete confidence in their ability to establish "effective relations with students who have special needs" was only 56%. In contrast, 89% had high or complete confidence in their ability to establish effective working relations with other teachers and school administrators.

		Level of Confidence:		
		little or some	moderate	high or complete
(1) Maximizing student understanding of subject matter.	Entry	49%	33%	19%
	Exit	1	18	82
(2) Deciding what content to teach.	Entry	53%	29%	18%
	Exit	2	21	77
(3) Designing lessons, units, and courses of study.	Entry	65%	23%	12%
	Exit	3	14	83
(4) Establishing effective working relations with students from diverse backgrounds (e.g., different social classes, races).	Entry	41%	33%	26%
	Exit	3	17	80

		little or some	moderate	high or complete
(5) Establishing effective working relations with students who have special needs (e.g., serious learning problems).	Entry	62%	22%	16%
	Exit	11	33	56

- Standard vs. Alternatives: The percentage of candidates in the Standard Program who reported they have high or complete confidence in their abilitities to relate to students with special needs was higher than that of their counterparts in alternative programs (59% vs. 49%).

(6) Establishing effective working relations with other teachers and school administrators.	Entry	23%	32%	45%
	Exit	1	10	89
(7) Managing the classroom in a way which minimizes discipline prblms.	Entry	49%	29%	3%
	Exit	3	25	72
(8) Establishing a classroom environment in which students actively take responsibility for themselves & for others in the grp.	Entry	51%	29%	20%
	Exit	2	21	77
(9) Collecting and interpreting information regarding student needs and achievements.	Entry	56%	26%	18%
	Exit	2	24	74
(10) Applying effective methods of teaching specific subjects such reading and mathematics.	Entry	66%	22%	12%
	Exit	4	21	75
(11) Providing instruction that addresses individual needs and achievements.	Entry	56%	26%	18%
	Exit	2	20	77
(12) Making instructional decisions in a sound and defensible manner.	Entry	59%	26%	15%
	Exit	0%	16	85
(13) Motivating reluctant learners.	Entry	50%	33%	17%
	Exit	8	27	66
(14) Maintaining active student participation in classroom tasks.	Entry	47%	32%	22%
	Exit	1	21	78
(15) Identifying the relative strengths and shortcomings of your own classroom performance.	Entry	41%	34%	26%
	Exit	2	16	83

For additional information on entry and exit measures of self-confidence, see ...

Kalaian, S. & Freeman, D. (1987). Relations between teacher candidates' self-confidence and orientations to teaching (Prog. Eval. Ser. No. 16). East Lansing, MI: Office of Program Evaluation, College of Education.

SECTION THREE: PROGRAM CRITIQUES

In this section of the questionnaire, candidates were asked to describe or to critique certain aspects of their programs. Most of the questions in this section appeared on the exit survey only, thereby precluding the opportunity for entry-exit comparisons. However, the subsection on academic advising did appear on both the entry and exit surveys.

About nine of every ten (89%) respondents completed all of their course work in the program they were asked to critique; only six percent (6%) completed as many as two courses in some other program.

(1) If you had it to do over again, would you still enroll in this program?

	Standard	Alternatives
(a) definitely yes	38.9%	55.6%
(b) probably yes	51.4	36.1
(c) probably not	6.9	7.7
(d) definitely not	2.7	0.6

(2) Approximately how many times during student teaching did your college coordinator observe in your classroom?

	Standard	Alternatives
(a) less than three times	5.2%	9.8%
(b) three or four times	43.7	29.4
(c) five or six times	46.7	27.6
(d) more than six times	4.4	33.1

- Elementary vs. Secondary: Relative to their secondary counterparts, elementary candidates were more likely to report that their college coordinator observed them more than six times (18.1% vs. 7.4%).

(3) How would you rate the <u>quality of feedback</u> you received from your ...

	exceptional	excellent	adequate	inadequate or poor
(a) college coordinator	21.3%	43.6%	26.4%	8.7%
(b) cooperating teacher	34.3	39.5	17.7	8.5

(4) How would you rate the quality of academic advice you received from each of the following sources?

	inadequate	adequate	very helpful	no interactions of this type
(a) advisor in your major field				
- Exit	17.1%	41.4%	32.5%	9.1%
(b) College of Ed. program advisor (elem. only)				
- Entry	9.6%	28.0%	40.8%	21.7%
- Exit	12.5	37.5	25.9	24.1
- Standard	13.2%	35.3%	19.2%	32.3%
- Alternatives	9.9	33.7	45.0	11.4
(c) other college instructors				
- Entry	10.2%	44.6%	28.7%	16.4%
- Exit	6.2	37.3	46.5	9.9
(d) parents/family				
- Entry	10.4%	38.6%	44.1%	6.8%
- Exit	5.8	29.4	50.4	14.8
- Standard (*)	4.3%	21.7%	59.2%	14.7%
- Alternatives	7.8	37.4	41.7	13.0
(e) friends/classmates				
- Entry	4.9%	44.8%	44.8%	5.5%
- Exit	1.1	34.2	58.1	6.5

(*) This contrast between participants in the Standard and alternative programs was for elementary candidates only.

SECTION FOUR: ORIENTATIONS TO TEACHING

This section of the questionnaire included a variety of questions designed to capture some of the ways candidates think about teaching and the personal goals they want to achieve as teachers. As in previous sections, the following summary will describe responses to each question and the results of significant subgroup comparisons.

(1-2) The introduction to these questions described three general goals of schooling as:

(a) to promote "intellectual growth" (e.g., gaining academic knowledge and understanding; learning how to learn).
(b) to enhance "emotional growth" (e.g., coping with emotional stress; developing a sense of dignity and self-worth).
(c) to facilitate "social growth" (e.g., respecting the rights and values of others; accepting social responsibilities).

- Students were then asked to select the goals they view as ...

	intellectual growth	emotional growth	social growth
(1) most important, and	53.4%	30.7%	16.0%
(2) least important	26.5	30.9	42.6

(3) Which of the following would bring you the greatest sense of satisfaction as a teacher?

To be recognized for your ability to ...

(a) work effectively with students from diverse backgrounds (e.g., different social classes, races, or cultures). 20.3%

(b) promote high levels of academic achievement. 29.3%

(c) successfully encourage youngsters to accept responsibility for their own beliefs and actions. 50.4%

(4) Which of the following is most characteristic of exceptional teachers you have known?

	entry	exit
(a) knowledge of subject matter.	34.7%	25.4%
(b) sensitivity to the social dynamics of the classroom.	58.9	69.4
(c) sensitivity to the cultural backgrounds of students.	6.5	5.2

- Elementary-Secondary: When compared with secondary candidates, elementary candidates were more likely to select "sensitivity to the social dynamics of the classroom" (76% vs. 61%); secondary candidates were more likely to choose "knowledge of subject matter" (35% vs. 18%).

(5) When students fail to achieve intended goals and objectives, that failure may be attributed to one of the sources listed below. Which do you think is the "most frequent" source of academic failure?

	Elementary		Secondary	
	entry	exit	entry	exit
(a) students' home backgrounds	14.4%	12.6%	10.7%	16.7%
(b) students' lack of intellectual ability	0.6	1.4	2.0	0.4
(c) students' indifference or lack of academic motivation	38.5	25.9	43.4	49.6
(d) teachers' failure to consider the unique needs & abilities of students	23.0	32.3	16.6	13.2
(e) teachers' failure to use effective methods of teaching	23.6	27.9	27.3	20.2

- Elementary-Secondary: As these data show, elementary candidates were more likely to attribute student failures to teacher shortcomings (i.e., responses "d" and "e") at exit than at entry; the opposite was true for secondary candidates.

- Standard-Alternatives: Relative to their counterparts in the Standard Program, participants in the alternative programs were more likely to attribute student failures to teacher shortcomings ("d" + "e" responses = 60% for alternatives vs. 43% for the Standard Program).

(6) Which of the following is most essential to your success as a teacher? Your ability to ...

	entry	exit
(a) communicate knowledge at a level students understand.	43.2%	26.2%
(b) establish a cooperative learning environment where students take responsibility for their own learning and that of others.	26.2	39.7
(c) identify and process information that should be considered when making important educational decisions.	8.1	9.9
(d) respond appropriately to differences in the academic, social, and cultural backgrounds of students.	22.5	24.3

- Elementary-Secondary: Relative to their secondary counterparts, elementary candidates were more likely to say that responding to differences in student backgrounds was most essential to their success as teachers (31% vs. 16%); secondary candidates were more likely to cite the ability to communicate knowledge (35% vs. 20%).

- Standard-Alternatives: When compared with students in the Standard Program, candidates in the alternative programs were more likely to choose processing information as most essential to their success as teachers (18% vs. 6%) and were somewhat less likely to cite their abilities to communicate knowledge (22% vs. 28%).

(7) In which of the following areas are you most likely to excel?

(a) establishing classroom routines tht ensure that students are engaged in productive activities throughout each lesson.	51.0%
(b) designing instructional units that deal with topics that are not covered in the textbook or other instructional materials.	42.1
(c) mediating conflicts among students.	6.9

- Standard-Alternatives: Relative to their counterparts in the alternative programs, students in the Standard Program were more likely to say they will excel in establishing classroom routines (55% vs. 42%); those in alternative programs were more likely to say they will excel in mediating student conflicts (13% vs. 4%).

(8) Which of the following do you view as most challenging?

	elementary	secondary
(a) making informed decisions about what students need to learn.	9.7%	6.1%
(b) motivating all students to learn the subjects you are teaching.	56.4	71.9
(c) establishing rapport with students whose values and cultural backgrounds are different from your own.	5.4	3.5
(d) establishing a classroom environment in which students treat all of their classmates with dignity and respect.	28.5	18.6

(9) With which of the following students would you prefer to work?

	entry	exit
(a) a highly motivated, enthusiastic learner.	57.1%	47.4%
(b) a student with a moderate level of academic motivation.	29.6	31.3
(c) one who must be challenged or somehow motivated to learn.	13.3	21.3

- Elementary-Secondary: When compared with elementary candidates, secondary candidates were more likely to say they would prefer to work with highly motivated learners (57% vs. 41%).

(10) Which of the following provides the best decription of how you hope students will remember you 20 years from now?

	elementary	secondary
(a) I taught them to accept responsibility for their own beliefs and actions.	26.4%	40.5%
(b) I was very sensitive to differences in the needs and abilities of individual students.	54.8	28.4
(c) I pressed students to perform at their highest possible levels of academic achievement.	18.7	31.0

- Standard-Alternatives: Relative to their counterparts in the alternative programs, "elementary candidates" in the Standard Program were more likely to want to be remembered for their sensitivity to individual differences (62% vs. 43%); a higher proportion of elementary candidates in alternative programs said they want to be remembered for promoting academic achievement (26% vs. 14%).

  [In contrast, the patterns of responding to this question were very similar for "secondary candidates" in the Standard and alternative programs.]

(11) Which of the following events would bring you the greatest sense of pride as a teacher?

	entry	exit
(a) to learn that an outstanding student in the senior class told several others that you are the teacher from whom she learned the most.	19.4%	27.1%
(b) to learn that another graduating senior told several others that you are the teacher who contributed the most to her self-confidence.	80.6	72.9

- Standard-Alternatives: Relative to their counterparts in the Standard Program, students in the alternative programs were more likely to select option "a" (36% vs. 23%).

SECTION FIVE: EDUCATIONAL BELIEFS

Introduction: Fifty-seven statements describing educational beliefs appeared on both the entry and exit surveys. Students were asked to indicate the extent to which they agreed with each stated position on a five-point Likert scale where 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree.

The entire set of statements is presented below in an order that begins with the statement on which there was the most consensus of opinion and ends with the stated position on which there was the least consensus. Subpopulation contrasts that were statistically significant are also shown.

The following key is used throughout the presentation of results (including descriptions of subgroup contrasts):

KEY: % A = percent agree or strongly agree
% N = percent neither agree nor disagree
% D = percent disagree or strongly disagree

	% A	% N	% D
127. To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.	94%	5%	1%
119. To be a good teacher, one must be an enthusiastic, life-long learner.	94%	4%	2%
81. Risk taking and making mistakes are essential components of social, emotional, and intellectual development.	92%	6%	2%

- standard-alternatives (secondary only): % strongly agree higher for alternatives than for standard program (60% vs. 30%).

	% A	% N	% D
128. The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.	91%	9%	0%
- entry-exit: % strongly agree higher at exit (35%) than at entry (21%)			
- standard-alternatives: % strongly agree higher for alternatives than for standard program (44% vs. 30%).			
83. Teachers should establish and enforce clear-cut rules for acceptable student behavior.	91%	7%	2%
- entry-exit: % strongly agree higher at exit (56%) than at entry (33%).			
- standard-alternatives (elementary only): % strongly agree higher for standard than for alternative programs (66% vs. 48%).			
120. Planning for instruction should almost always begin with a systematic diagnosis of student needs.	89%	11%	0%
- entry-exit: % strongly agree higher at exit (27%) than at entry (17%).			
- elementary-secondary: % strongly agree higher for elementary than for secondary candidates (35% vs. 17%).			
- standard-alternatives: % strongly agree higher for alternatives than for standard program (36% vs. 23%).			
75. Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.	3%	8%	89%
- entry-exit: % D (i.e., % disagree or strongly disagree) was higher at exit (89%) than at entry (79%).			
- elementary-secondary: % strongly disagree higher for elementary than for secondary candidates (31% vs. 22%).			
- standard-alternatives: % D higher for alternatives than for standard program (96% vs. 86%).			

	% A	% N	% D
96. Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.	79%	17%	4%
- entry-exit: % A (i.e., % agree or strongly agree) higher at exit (79%) than at entry (68%).			
108. It is a teacher's responsibility to identify and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.	79%	16%	5%
79. Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g, grades, special awards, privileges).	79%	14%	7%
- entry-exit: % strongly agree higher at exit (38%) than at entry (25%).			
97. Schools can reduce racism among students.	76%	19%	5%
- standard-alternatives: % A higher for alternatives than for standard program (86% vs. 72%).			
116. Because each group of students has a unique set of needs, teachers should develop different instuctional objectives for each class.	76%	15%	9%
- elementary-secondary: % A higher for elementary than for secondary candidates (81% vs. 68%).			
77. All school-aged youngsters are capable of learning to accept responsibility for their own actions.	75%	7%	18%
- standard-alternatives: % A higher for alternatives than for standard program (83% vs. 71%).			
88. In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.	74%	13%	13%

	% A	% N	% D
105. If a school can finance only one local special needs program, that program should be for academically gifted students rather than for educationally disadvantaged youngsters.	3%	24%	73%
- standard-alternatives (secondary only): % strongly disagree higher for alternatives than for standard program (33% vs. 14%).			
117. Learning any subject is serious business; it doesn't have to be fun.	12%	16%	72%
- entry-exit (secondary only): % D higher at entry (78%) than at exit (64%).			
- elementary-secondary: % D higher for elementary than for secondary candidates (79% vs. 64%).			
121. Teachers are obligated to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.	72%	22%	6%
- elementary-secondary: % A higher for elementary than for secondary candidates (78% vs. 63%).			
103. In general, teachers should view decisions of "what to teach" as more important than decisions of "how to teach."	10%	21%	69%
122. For maximum effectiveness, teachers must understand how they, themselves, learned the subjects they are teaching.	69%	19%	12%
124. In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.	68%	10%	22%

	% A	% N	% D
101. Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.	8%	24%	68%
- entry-exit: % D higher at exit (68%) than at entry (41%).			
- elementary-secondary: % D higher for elementary than for secondary candidates (75% vs. 60%).			
- standard-alternatives: % D higher for alternatives than for standard program (79% vs. 63%).			
86. Self-concepts and levels of achievement of individual students tend to conform to the expectations of their teachers.	67%	27%	6%
- entry-exit: % A higher at exit (67%) than at entry (57%).			
109. At least 75% of the coursework students complete during high school should be required courses rather than electives.	64%	24%	12%
- entry-exit: % N (i.e., % who marked "neither agree nor disagree") was higher at exit (24%) than at entry (16%).			
92. Most handicapped students can be best served in special schools or centers.	9%	30%	61%
- entry-exit: % D higher at exit (61%) than at entry (45%).			
102. Some academic subjects offered in high school are more important than others.	61%	20%	19%
- entry-exit: % strongly agree higher at entry (19%) than at exit (8%).			
- elementary-secondary: % D higher for secondary than for elementary candidates (25% vs. 14%).			

	% A	% N	% D
93. Teachers should strive to establish an informal, student-centered classroom rather than a business-like teacher-centered atmosphere.	60%	29%	11%
- elementary-secondary: % A higher for elementary than for secondary candidates (67% vs. 52%).			
- standard-alternatives: % A higher for alternatives than for standard program (70% vs. 55%).			
126. The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.	60%	26%	14%
94. To provide equal educational opportunities, schools must allocate more resources (personnel and finances) to some groups of students than to others (e.g., gifted, physically handicapped, culturally disadvantaged).	59%	28%	13%
112. Teachers should expect <u>all</u> of their students to go beyond "minimum competency" levels that have been identified for their courses.	59%	17%	24%
- entry-exit: % A higher at exit (59%) than at entry (44%).			
111. Instructional programs that seek to address inter-disciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.	58%	35%	7%
- entry-exit: % A higher at exit (58%) than at entry (38%).			
- standard-alternatives: % A higher for alternatives than for standard program (69% vs. 52%).			
80. One of the most effective ways for teachers to increase motivation is to stimulate competition among students.	14%	29%	57%
- entry-exit (secondary only): % D higher at entry (57%) than at exit (44%).			
- elementary-secondary: % D higher for elementary than for secondary candidates (67% vs. 44%).			

	% A	% N	% D
100. Most gifted students can be best served in special schools or centers.	15%	29%	56%
- entry-exit: % D higher at exit (56%) than at entry (41%).			
118. Most students want teachers to assume an authoritative stance in the classroom.	55%	19%	26%
129. It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.	13%	32%	55%
78. Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.	55%	30%	15%
- elementary-secondary: % A higher for elementary than for secondary candidates (61% vs. 47%).			
99. Teachers should be given considerable latitude in deciding what content to teach in their own classroom.	55%	28%	17%
- elementary-secondary: % A higher for secondary than for elementary candidates (62% vs. 49%).			
106. The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"	54%	24%	22%
- entry-exit: % A higher at exit (54%) than at entry (36%).			
- elementary-secondary: % A higher for elementary than for secondary candidates (61% vs. 45%).			

	% A	% N	% D
130. When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject and teacher.	23%	24%	53%
- entry-exit: % D higher at exit (53%) than at entry (42%).			
- elementary-secondary: % D higher for elementary than for secondary candidates (60% vs. 44%).			
89. No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and math.	53%	20%	27%
- standard-alternatives: % D higher for alternatives than for standard program (37% vs. 22%).			
110. Teachers should offer special encouragement to girls to do well in science and mathematics.	52%	33%	15%
- entry-exit: % A higher at exit (52%) than at entry (43%).			
- elementary-secondary: % A higher for elementary than for secondary candidates (59% vs. 42%).			
- standard-alternatives: % A higher for alternatives than for standard program (63% vs. 46%).			
115. Subject-matter courses should stress the way knowledge is developed and tested in the corresponding academic disciplines (e.g., why statements are or are not accepted as historical facts).	51%	43%	5%
82. A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.	51%	20%	29%
114. Teachers should earn differential salaries based on demonstrated classroom ability rather than on years of service.	50%	33%	17%
- entry-exit: % strongly agree higher at entry (20%) than at exit (10%).			

	% A	% N	% D
85. Academic success is essential to the development of a healthy self-concept.	50%	27%	23%
- entry-exit (elementary only): % A higher at exit (56%) than at entry (40%).			
84. Teachers should use the same standards in evaluating the work of <u>all</u> students in the class.	32%	18%	50%
- elementary-secondary: % D higher for elementary than for secondary candidates (59% vs. 39%).			
91. Teachers should not relate to students as personal friends.	26%	27%	47%
- entry-exit: % D higher at entry (56%) than at exit (47%).			
123. When making educational decisions, teachers should rely on what "feels right" rather than on "what available information suggests is right" whenever these two sources conflict.	46%	34%	20%
90. Schools should function as agents to change society rather than as reinforcers of the status quo.	40%	45%	15%
87. Within the classroom setting, nearly all students try to be fair, cooperative, and reasonable in their relations with other students and their teacher.	33%	24%	43%
98. Nearly all parents are supportive of teachers and schools.	32%	26%	42%
- entry-exit: % A higher at exit (32%) than at entry (13%).			
76. Given the opportunity to choose, high-school aged students will make viable decisions about what they need to learn.	26%	33%	41%

	% A	% N	% D
125. In general, the more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.	31%	28%	41%
- entry-exit: % A higher at entry (49%) than at exit (31%).			
95. The major obstacle to educational reform is teachers' lack of willingness to change.	39%	30%	31%
107. With the exception of specialized programs, all schools in a district ought to teach the same topics in a given grade and/or subject area.	39%	33%	28%
74. A student's overall level of intelligence is determined primarily by the environment.	37%	28%	35%
104. Teachers in grades 4-6 should assign at least one hour of homework every night.	27%	37%	36%
- entry-exit: % D higher at exit (36%) than at entry (29%).			
113. At least 25% of the courses offered in a high school should be specifically designed to make schools more tolerable for less capable students.	27%	47%	26%

SUBGROUP COMPARISONS

As noted earlier in the report, chi-square tests of independence were used to determine if there were significant differences in responses to each question across three subgroupings:

(a) entry-level (n = 389) vs. exit-level (n = 541) samples,

(b) elementary (n = 305) vs. secondary (n = 236) candidates in the exit sample, and

(c) exit-level participants in the Standard Program (n = 371) vs. those in the four alternative programs (n = 170).

All subgroup comparisons that were statistically significant (with the probability of a Type I error fixed at .01) have been described in this report. Subgroup differences that have not been cited failed to satisfy this statistical standard.

Those who are interested in a particular contrast should therefore reexamine the report, checking or color coding all instances in which that contrast was cited. An analysis of responses to these items will provide a comprehensive description of the ways in which the two subgroups differed. A more critical analysis will also consider all instances in which subgroup differences were expected or desired, but did not occur.

[NOTE: Those who are interested in the contrast between a specific alternative program and all others should contact the Office of Program Evaluation. Reports of analyses of this type are available on request.]